Science and Technology 7

**Ecosystems Pamphlet/ Brochure**

**Task:**

You are a travel agent. You are trying to get prospective travellers to visit your ecosystem. You must create a visually appealing pamphlet or poster to advertise your ecosystem of choice.

You must choose from the list of ecosystems below. If you want to do a different ecosystem, you must ask permission first.

Include lots of pictures in your pamphlet/ poster and make it visually appealing.

**Your pamphlet/ poster must include the following:**

1. What are the abiotic and biotic elements in your ecosystem? Be specific.
2. What kind of relationships do the animals have? (Mutualism, Competition, Predation)
3. What kind of predator/ prey relationships do you see? How do they keep each other’s numbers in check?
4. What are the producers, consumers, and detrivores/ Decomposers in your ecosystem?
5. How have humans impacted your ecosystem?
6. How can we minimize human impact on your chosen ecosystem?

**Regions**

Amazon River

Tropical Rainforests

Sahara Desert

Australian Desert

Great Barrier Reef

Antarctic (South Pole)

Boreal Forest

Freshwater lakes

African Savannah

Rocky Mountains

Himalayas

The Tundra

Evergreen Forests

Grasslands

Arctic Sea

Galapagos Islands

Wetlands

Boreal Forest

The Prairies

Coastal Regions (Maritimes)

The Arctic (North Pole)

Arctic Tundra

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|  | **Level 4** | **Level 3** | | **Level 2** | | **Level 1** | |
| **Organization**  /4 | The brochure has attractive formatting and has very well organized information. Use of appropriate visuals. | The brochure has attractive formatting and has organized information. Use of appropriate visuals. | | The brochure has adequate formatting and is somewhat organized. Visuals are mostly appropriate. | | The brochure's formatting and organization of material are confusing to the reader. Student is lacking in visuals or visuals are inappropriate. | |
| **Spelling** Grammar **Punctuation**  **Capitalization**  **/4** | All of the writing is in complete sentences. Capitalization, punctuation and spelling are correct throughout the brochure. | Most of the writing is in complete sentences. Most of the capitalization, punctuation and spelling are correct throughout the brochure. | | Half of the writing is in complete sentences. Some of the capitalization, punctuation and spelling are correct throughout the brochure. | | Much of the writing is not in complete sentences. Much of the capitalization, punctuation and spelling is not correct throughout the brochure. | |
| **Content - Accuracy**    /4 | The brochure has all of the required information and some additional information. | The brochure has all of the required information. | | The brochure has half of the required information. | | The brochure has little of the required information. | |
| **Content- Information Validity**  **/4** | All facts in the brochure are accurate and student has used classroom learned material/ vocabulary correctly. | The vast majority of the facts in the brochure are accurate. Student has attempted to use class learned material/ vocabulary | | Some of the facts in the brochure are  accurate. Student has confused several key concepts resulting in some inaccurate information. | | Student has made several factual errors in their brochure. Student has confused several key concepts. | |
| **Communication of Ideas**    **/4** | The brochure communicates  relevant information  appropriately and  effectively to the  intended audience. | The brochure  communicates  relevant information appropriately to the intended  audience. | | The brochure  communicates  irrelevant information, or  communicates  inappropriately to the intended audience. | | The brochure  communicates  irrelevant information, and communicates  inappropriately to the intended audience. | |
|  | **OVERALL MARK: Level /20** | | | | | | |
| **Comments:** | | | | | | | |
| **Used class time effectively** | Got to work quickly, worked well and used extra time to improve work. | | Occasionally off-task. | | Sometimes off task. | | Regularly wasted class time. |